**Assessment**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterion** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **Total** |
| Level achieved | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 28 |

**Criterion A: Planning and development**

Maximum: 4

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 4 | The student identifies and clearly describes the goal of the personal project **within a context**, **develops and justifies** the focus on the area(s) of interaction and provides a coherent **and thorough** description of how he/she aims to achieve this goal.  The development of the personal project is **totally** consistent with this description. |

This work achieved level 4 because the student:

* presents a clear goal within a context: to help sick children through difficult times by means of a humorous comic within the well-defined context of long-term hospitalization

He describes it in these terms: “The situation of children who are in hospital for long periods of time is close to my heart and this is why I decided to find a way to entertain them” (page 1).

* focuses his project on the areas of interaction community and service and human ingenuity

From the outset, close links to the areas of interaction are established, determined by his target audience: young hospital patients, aged 9 to 16. Community involvement and creative choices are considered in meeting the needs of young people: “Within the context of *homo faber*, I explored different aspects of my creativity to find a form of dialogue, style of artistic expression and form of presentation which could capture the interest of young people, entertain them and help them pass the time” (page 1).

* outlines a succinct plan for his work, which is then developed and justified throughout the body of the text (final paragraph on page 2 and “Appendix 1” on page 16)
* develops his work in a way that is in perfect accord with his goal.

To achieve his goal, the student investigated various forms of artistic expression, in terms of both form and method; he chose a theme prior to creating the actual comic.

**Criterion B: Collection of information/resources**

Maximum: 4

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| --- | --- |
| **Achievement level** | **Level descriptor** |
| 4 | The personal project contains **excellent**, relevant information and resources from a **wide variety** of appropriate sources.  The bibliography is **complete and well presented**, with **clear references** to sources in the body of the text and appendices, where appropriate. |

This work achieved level 4 because the student:

* uses information that is very well suited to his goal and shows it to be relevant throughout the text

For example, he refers to, and provides very thorough justification for, his research into the ideas behind the characters he chose. This, in turn, enabled him “to identify the style of clothes, dwellings and modes of transport which I would use” (page 3). However, his investigations are not limited to comics and the student also refers to his research into the importance of laughter in hospitals (page 8).

* makes good references to his sources and appendices, especially through footnoting (pages 5 and 7, for example)
* includes a complete and varied bibliography of works and websites consulted.

**Criterion C: Choice and application of techniques**

Maximum: 4

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| --- | --- |
| **Achievement level** | **Level descriptor** |
| 4 | The student has chosen **absolutely appropriate** techniques, provided **specific justification** for their choice and applied them **effectively** to achieve the stated goal. |

This work achieved level 4 because the student:

* chooses techniques that are absolutely suited to his talent; these are mainly explained on page 5 of his written presentation

His project is an opportunity to broaden his knowledge on specific aspects of comics, for example, page layout: “by using zoom techniques, varying the size of specific panels and playing with the composition” and also in the choice of different materials, such as using various pens and the paper used for the final product (pages 5 and 11).

* justifies the choice of each of the techniques used with respect to his goal.

This is demonstrated when he states: “In order to make the story easy for young people to follow, I chose quite a classic page layout” (page 5) and then again on page 6: “As this comic is intended for sick children, I specified that each of the pages should be laminated so that the copies could be wiped and disinfected by hospital staff.”

Note: this project is an outstanding example, as far as techniques are concerned, since these are particularly well justified and documented. This has a direct impact on criterion D where the student uses the collected information to reflect on his project.

**Criterion D: Analysis of information**

Maximum: 4

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| --- | --- |
| **Achievement level** | **Level descriptor** |
| 4 | The personal project **clearly shows** the depth of reflection and vitality of the student’s own **ideas and vision** in terms of the goal and focus on the chosen area(s) of interaction.  A truly personal response is **consistently** supported with arguments and evidence. **Opportunities** for analysis are **consistently pursued**. |

This work achieved level 4 because the student:

* shows significant reflection in terms of his goal

He explains: “At the root of my personal project was above all the desire to help children who are sick. … Through him [his cousin] I have seen that long periods of hospitalization bring a lot of sadness, frustration and loneliness. … to be able to give these children a few moments of pleasure … . The most obvious method I could think of was to put my talent for drawing to use” (page 8). To support his thoughts, the student also cited a website article entitled *Les clowns à l’hôpital* [*Hospital clowns*] (page 8).

* shows equally significant reflection in terms of his goal through analysing the techniques used to design a comic specific to his project

For example, he says: “Even though I have been drawing for a long time now, I had never used a systematic approach to create a comic. … I soon came to realize that my usual approach would not work for such an important project” (page 9). More reflections on artistic choices are presented on subsequent pages of the student’s written presentation (pages 10 to 13).

* explains in detail how the information he collected influenced the development of his artistic skills and the way in which he put them into practice during the actual creation of his comic.

**Criterion E: Organization of the written work**

Maximum: 4

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| --- | --- |
| **Achievement level** | **Level descriptor** |
| 4 | The organization of the work is **completely coherent** with the required structure.  Ideas are sequenced in a **consistently** logical manner with appropriate transitions.  Overall presentation and neatness of the work are **excellent**. |

This work achieved level 4 because the student:

* organizes his work so that it is perfectly coherent with the required structure and the written work is easy to read and logical
* presents his work in an excellent manner.

**Criterion F: Analysis of process and outcome**

Maximum: 4

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| --- | --- |
| **Achievement level** | **Level descriptor** |
| 4 | The student consistently and **thoroughly** reviews his/her personal project in terms of the goal set at its start.  The student’s review shows **excellent reflection** on different stages of the process.  The evaluation includes an **excellent** analysis of the quality of the product and reveals a **thorough** understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.  The student presents **new perspectives** emerging from the chosen topic. |

This work achieved level 4 because the student:

* includes an ongoing analysis of the stages of the process, choices and changes made, and is mindful of the importance of good planning and unforeseen limitations (pages 11 to 13)
* includes a critical analysis of the quality of the product

For example, he mentions: “This personal project represents the most complex piece of artistic work I have undertaken until now. … I really feel I used a very thorough artistic approach” (page 14).

* succeeds in establishing links to the creative process under the area of human ingenuity throughout all the stages of the process (page 14)
* gives genuine thought to ways in which he could give something back to the community by using his artistic talents, and succeeds in broadening them through his work

He says: “It seems to me that my drawing skills are more valuable since I realized I could use them to help others and that the products of my imagination could help to entertain children going through difficult times” (page 14).

* reflects on the new opportunities he can capitalize upon in the future and states: “In this way, I will be able to develop new skills which I will use to help others” (page 15).

**Criterion G: Personal engagement**

Maximum: 4

Criterion G is not a moderated criterion as it refers to personal engagement; therefore, a table justifying the award of a level is not appropriate here. However, to enable us to give the overall total for this project, the highest level for criterion G has been added to the project assessment summary table.

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